A Journey Through Time – Leisure and Entertainment

Nightingale

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	A. Investigate and interpret the past	3.1. Use sources of evidence to deduce information about the past. 3.2. Select suitable sources of evidence, giving reasons for choices. 3.3. Use sources of information to form testable hypotheses about the past. 3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past. 3.6. Understand that no single source of evidence gives the full answer to questions about the past. 3.7. Refine lines of enquiry as appropriate.	Leisure and Entertainment Week 1: To find out about leisure and entertainment at the start of the 20th Century, and consider how these pastimes have changed. Week 2: To consider how leisure and entertainment activities were affected during World War Two. Week 3: To consider ways in which music trends and technology have changed over time. Week 4: To consider ways in which British people have influenced, and been influenced by, other countries through film and television. Week 5: To consider how holidays in Britain have changed over time.
	B. Build an overview of world history	3.2. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. 3.4. Describe the social, ethnic, cultural or religious diversity of past society. 3.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	C. Understand chronology	3.1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	

		3.2. Identify periods of rapid change in history and contrast them with times of relatively little change. 3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. 3.4. Use dates and terms accurately in describing events.	
	D. Communicate historically	3.1. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy	
Art & Design	A. Develop ideas	A.3.1. Develop and imaginatively extend ideas from starting points throughout the curriculum. A.3.2. Collect information, sketches and resources and present ideas imaginatively in a sketch book. A.3.3. Use the qualities of materials to enhance ideas. A.3.4. Spot the potential in unexpected results as work progresses. A.3.5. Comment on artworks with a fluent grasp of visual language.	1. To study the medium of pointillism. 2. To learn about Georges Surat. To study and recreate 'A Sunday Afternoon on the Island of La Grande Jatte'.

	B. Master techniques	B.3.1. Sketch (lightly) before painting to combine line and colour. B.3.2. Create a colour palette based upon colours observed in the natural or built world. B.3.3. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. B.3.4. Combine colours, tones and tints to enhance the mood of a piece. B.3.5. Use brush techniques and the qualities of paint to create texture. B.3.6. Develop a personal style of painting, drawing upon ideas from other artists.	
	C. Take inspiration from the greats	C.3.1. Give details (including own sketches) about the style of some notable artists, artisans and designers. C.3.2. Show how the work of those studied was influential in both society and to other artists. C.3.3. Create original pieces that show a range of influences and styles.	

	Key Skills	Milestones Covered	Lesson Outline
Science	Work scientifically	A.3.1. Plan enquiries, including recognising and controlling variables where necessary. A.3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. A.3.3.Take measurements, using a range of scientific equipment, with increasing accuracy and precision. A.3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.	**Materials** 1. To demonstrate knowledge of different properties of materials. To classified materials according to these properties and identified objects made from them. 2. To discover why an object is made from a certain material and

		A.3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. A.3.6. Present findings in written form, displays and other presentations. A.3.7. Use test results to make predictions to set up further comparative and fair tests. A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	suggest other materials that would also be suitable. 3. To identify objects that are good electrical conductors. 4. To plan and carry out an investigation to discover which materials are good thermal insulators? 5. To research the advantages and disadvantages of different materials. To apply learning about properties of materials to answer quiz questions and design a guinea pig cage.
	F. Chemistry: investigating materials	F.3.1. Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. F.3.4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	
	6. Understand beliefs and teachings	A.3.1. Explain how some teachings and beliefs are shared between religions. A.3.2. Explain how religious beliefs shape the lives of individuals and communities.	**Does Wisdom Look the Same for Every Christian?** 1. The Parable of the Wise and Foolish Builders. 2. What is Wisdom? 3. Comparing parables. 4. Other sources of wisdom for Christians. 5. Comparing wisdom.
	1. Understand practices and lifestyles	B.3.1. Explain the practices and lifestyles involved in belonging to a faith community. B.3.3. Show an understanding of the role of a spiritual leader.	
	2. Understand how beliefs are conveyed	C.3.1. Explain some of the different ways that individuals show their beliefs.	
	3. Reflect	D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. D.3.2. Explain their own ideas about the answers to ultimate questions. D.3.3. Explain why their own answers to ultimate questions may differ	

		from those of others.	
	4. Understand values	E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong. E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). E.3.3. Express their own values and remain respectful of those with different values.	
Computing	Physical computing – Micro:bits	• I can create a simple circuit and connect it to microcontroller. • I can explain what an infinite loop does. • I can program a microcontroller to make an LED switch on. • I can connect more than one output component to a microcontroller. • I can design sequences that use count-controlled loops. • I can use a count-controlled loop to control outputs. • I can design a conditional loop. • I can explain that a condition is either true or false. • I can program a microcontroller to respond to an input. • I can explain that a condition being met can start an action. • I can identify a condition and an action in my project. • I can use selection (an 'if…then…' statement) to direct the flow of a program. • I can create a detailed drawing of my project. • I can describe what my project will do. • I can identify a real-world example of a condition starting an action. • I can test and debug my project. • I can use selection to produce an intended outcome. • I can write an algorithm that describes what my model will do.	Physical computing – Micro:bits 1. Exploring micro:bits, using input and output functions. 2. To be able to explain what the buttons on the micro:bit do and make code (barefoot litter hunt lesson 1). 3. Design a counting device using the micro:bit (barefoot litter hunt lesson 2). 4. To learn how inputs (sensors) and outputs (lights and sound) of the micro:bit can be used to design and make prototype solutions. 5. To learn how inputs (sensors) and outputs (lights and sound) of the micro:bit can be used to design and make prototype solutions
Music	1. Perform	A.3.1. Sing or play from memory with confidence.	WHOLE CLASS BRASS ENSEMBLE TEACHING

		A.3.2. Perform solos or as part of an ensemble.	
		A.3.3. Sing or play expressively and in tune.	
		A.3.4. Hold a part within a round.	
		A.3.5. Sing a harmony part confidently and accurately.	
		A.3.6. Sustain a drone or a melodic ostinato to accompany singing.	
		A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).	
	2. Compose	B.3.1. Create songs with verses and a chorus.	
		B.3.3. Combine a variety of musical devices, including melody, rhythm and chords.	
		B.3.4. Thoughtfully select elements for a piece in order to gain a defined effect.	
		B.3.5. Use drones and melodic ostinati (based on the pentatonic scale).	
		B.3.6. Convey the relationship between the lyrics and the melody.	
	3. Transcribe	C.3.2. Read and create notes on the musical stave.	
		C.3.4. Understand and use the # (sharp) and ♭ (flat) symbols.	
	4. Describe music	D.3.1. Choose from a wide range of musical vocabulary to accurately describe and appraise music.	

French	1. Read fluently	A.3.1. Read and understand the main points and some of the detail in short written texts. A.3.2. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. A.3.4. Show confidence in reading aloud, and in using reference materials.	Stage 2 – Lessons 29-34 Week 1: Rhyme, size adjectives, sentence building (Week 2: Plural nouns and adjectives
	2. Write imaginatively	B.2.1. Write a few short sentences using familiar expressions. B.2.2. Express personal experiences and responses. B.2.3. Write short phrases from memory with spelling that is readily understandable. B.3.2. Use knowledge of grammar to enhance or change the meaning of phrases. B.3.3. Use dictionaries or glossaries to check words. B.3.5. Include imaginative and adventurous word choices. B.3.6. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).	Week 3: Position of size and colour adjectives, I am, pronouns and adjectives, Dictionaries Week 4: Are you…?, dictionaries Week 5: Are you…?, I am, I am not, dictionaries
	3. Speak confidently	C.3.3. Take part in conversations to seek and give information. C.2.3 Ask and answer simple questions and talk about interests. C.2.4. Take part in discussions and tasks. C.2.5. Demonstrate a growing vocabulary.	Week 6: Are you…?, I am, I am not, dictionaries
	4. Understand the culture of the countries in which the language is spoken	D.3.1. Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. D.3.2. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	

PE	1. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Games (cricket): C.3.1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). C.3.2. Work alone, or with teammates in order to gain points or possession. C.3.3. Strike a bowled or volleyed ball with accuracy. C.3.4. Use forehand and backhand when playing racket games. C.3.5. Field, defend and attack tactically by anticipating the direction of play. C.3.6. Choose the most appropriate tactics for a game. C.3.7. Uphold the spirit of fair play and respect in all competitive situations. C.3.8. Lead others when called upon and act as a good role model within a team. Athletics: C.3.26. Combine sprinting with low hurdles over 60 metres. C.3.27. Choose the best place for running over a variety of distances. C.3.28. Throw accurately and refine performance by analysing technique and body shape. C.3.29. Show control in take-off and landings when jumping. C.3.30. Compete with others and keep track of personal best performances, setting targets for improvement.	**Cricket:** Week 1: To judge how far to run based on the distance of a hit. Week 2: To throw over short distances with power to get the batter out. Week 3: To follow the path of the ball and to make sure that it is fielded consistently. Week 4: The backwards hit rule and using it tactically as the backstop. Week 5: To hit the ball into gaps to maximise the chance of scoring. **Athletics:** Week 1: To run for speed or distance on our own or as part of a team. Week 2: Pacing our runs over longer distances. Week 3: Different jumping styles to explore the one we can jump furthest with. Week 4: To use the push-throw technique. Week 5: To exchange a baton. Week 6: To design a running, jumping or throwing activity for others.

| PSHE | 1. Growing independence and taking responsibility.
2. Media awareness and safety. | • I can explain how one organ functions and how it contributes to the health of my body.
• I can explain how choices relating to smoking and drinking can effect a persons health.
• I can think of ways to improve a skill and the strategies that will help me do this.
• I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.
• I can give examples of how I am independent and manage my own success. | Being My Best
Week 1: Getting Fit: Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Know two harmful effects each of smoking/drinking alcohol.
Week 2: It All Adds Up: Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Week 3: Different Skills: Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.
Week 4: My School Community: State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.
Week 5: Independence and responsibility: Identify people who are responsible for helping them stay healthy and safe.
Week 6: Star Qualities: Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. |

For English and maths plan see separate long term plans.